

# The Early Years Foundation Stage Reforms Preparing for September 2021

The Early Years Quality Improvement Team



HILLINGDON  
LONDON

# Purpose and aims for today

- To consider the implications and impact of the new ELG's and EYFS reforms
- To allow time to reflect upon current practice
- To plan for next steps

## Change on the horizon

- New ELG's
- New educational programmes
- New development Matters/Birth to 5 matters

# Early Years Foundation Stage (EYFS) - COVID-19 impact on EYFS - where we are now

- **EYFS profile** -decision made by the Secretary of State to change the statutory duty for completion of the EYFSP this year to a best endeavours duty. This means there will be no statutory moderation or national dataset this year.
- **EYFS disapplications** remain in place and can be used by providers who cannot deliver EYFS in full due to government COVID restrictions
- Updated disapplication guidance was published on 15 January: Early years foundation stage: coronavirus disapplications-GOV.UK ([www.gov.uk](http://www.gov.uk))
- **Paediatric First Aid certificates** that expired on or after 1<sup>st</sup> October 2020 can be considered valid until 31 March 2021, if the provider has tried everything to secure training

# Background - what was supposed to happen and how things have changed!

- 2018/19 Pilot of revised ELG's (23 schools) some minor changes made for 2019
- Consultation opened in Oct 2019 - closed Jan 2020
- Consultation findings to be announced April 2020
- Training for LA's and Early Adopter schools June/July
- Early Adopters to start using the ELG's sept 2020
- Development matters updated Autumn 2020
- Exemplification materials due to be published Spring 2021
- Full roll out to all providers September 2021



# Reforms

- **Statutory instrument** to bring in framework changes will be laid before Parliament in early spring and final framework published on .gov
- Recorded **webinars** aimed at leadership and PVI/childminders published on Foundation Years March/April
- First wave of **online support materials** for pre-reception expected April 2021
- **Assessment support** materials expected in the summer term
- Changes come into force from **September 1<sup>st</sup> 2021**

# The rationale

**The two key aims of the changes are to improve outcomes at age 5, particularly in Language and Literacy and to reduce workload, so that Teachers can spend more time interacting with the children in their care**

- Make all 17 ELG's clearer, more specific and easier for teachers to make accurate judgements
- Focus on strengthening language and vocabulary development to particularly support disadvantaged children
- Strengthen Literacy and Numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for Y1
- Ensure the ELG's are based on the latest evidence in childhood development; and
- Ensure they reflect the strongest predictions of future attainment

# The EYFS framework: a quick recap

- The EYFS statutory framework is mandatory in all early years settings. It sets the standards that schools and early years providers must meet to ensure that children are taught and develop well and are kept healthy and safe in all early years settings from birth to age 5.
- The EYFS was first introduced in 2008. In 2012, following an independent review of evidence and practice (the Tickell Report, 20116), the learning and development requirements were revised to create three prime areas of learning and four specific areas of learning, rather than the previous six areas of learning. It also introduced three characteristics of effective teaching and learning.
- Sections 1 and 2 of the EYFS framework set out the learning and development and assessment requirements and include the educational programmes early years providers are required to follow across the seven areas of learning<sup>7</sup>. All early years practitioners and teachers are required to pursue rich daily activities in supporting each child's educational development under these areas.
- The EYFS framework does not prescribe a particular teaching approach. It recognises that effective teaching in the early years requires skilled use of a teaching practice repertoire which responds appropriately to the age and needs of the children being taught. In recognition of this, the revised EYFS framework will include the definition of teaching currently included in Ofsted's Early Years Inspection Handbook.

# EYFS reforms

## In Scope

- **Educational Programmes-** across seven areas of learning- proposals to make them more clear and more detailed- with a focus on communication and language;
- **Early Learning Goals-** all 17 ELGs have been revised to make them more specific and clear and easier to assess;
- **EYFSP moderation-** proposals to remove the statutory element to empower teachers to use their professional judgement and reduce workload
- **Exceeded judgement-** proposals to remove this and allow teachers to focus on supporting all children to achieve ‘expected’ levels of development.
- **Promotion of oral health-** proposal to include ‘promotion’ as part of wider safeguarding and welfare. **To note- this is not a proposal for mandatory tooth brushing supervision**

## Out of Scope

- **Prime and Specific Areas of Learning:-** these terms will remain – as will the areas of learning sitting underneath. All the areas of learning are inter-connected and complement one another.
- **Characteristics of Effective Teaching and Learning** – will remain central to the EYFS, in supporting the workforce to deliver effective practice.
- **Good Level of Development (GLD) metric:-** all children will continue to be assessed as having reached a ‘good level of development’ by the end of reception year –if they have attained ‘expected’ level of development across the ELGs under the 3 prime areas of learning and ELGs under the maths and literacy areas of learning.
- The **progress check at age 2** is not being consulted on.
- The **reception baseline assessment** is not in scope of this consultation.

# Changes to Assessment

## EYFSP moderation:

- EYFSP assessments are currently externally moderated on a statutory basis by Local Authorities in 25% of schools each year.
- While moderation is an important part of ensuring that the EYFSP produces trusted assessment outcomes, practitioners have said that the external moderation process can be burdensome.
- **Removal of the statutory requirement for LAs to externally moderate EYFSP judgements. Schools would be expected to continue to moderate internally and with other settings to ensure consistency of judgements and that the EYFSP produces trusted assessment outcomes.**

## EYFSP judgement criteria:

- Currently when teachers make a judgement on children's attainment against the EYFSP, they will assess whether a child is 'emerging', 'expected' or 'exceeding' across each of the 17 ELGs.
- The DfE have heard from experts, practitioners and teachers that the exceeded descriptor is unhelpful in making consistent and accurate judgements, as there are inherent challenges in what level to pitch exceeded descriptors and that judging children as exceeded against descriptors generates additional unnecessary collection of evidence for internal and external moderation events.
- There is also broad consensus that our focus as practitioners and government should be on efforts to increase the number of children who achieve expected levels of development by the end of reception.
- **Removal of the exceeded criteria from the EYFSP. Teachers will still be required to stretch more able children and support them to excel and provide a narrative for parents and the year 1 teacher.**

# The key principles of assessment in the EYFS:

- Remark on the remarkable
- Focus on the key things we know impact most on young children's learning
- Identify strengths as well as areas of development
- Use assessment for its rightful purpose
- We assess children to know how to support them with their learning and to move them on

- Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

Statutory document





# New non- statutory curriculum guidance

- **Curriculum guidance has been developed through an update of the *Development Matters* non- statutory guidance - aims to focus practitioners and teachers on the importance of rich daily activities to improve outcomes and help reduce workload**
- **Julian Grenier lead this work with the DfE**



Improve early years outcomes

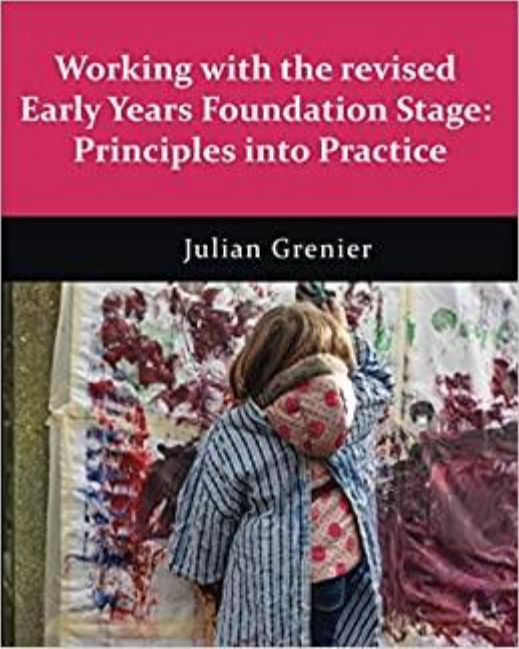
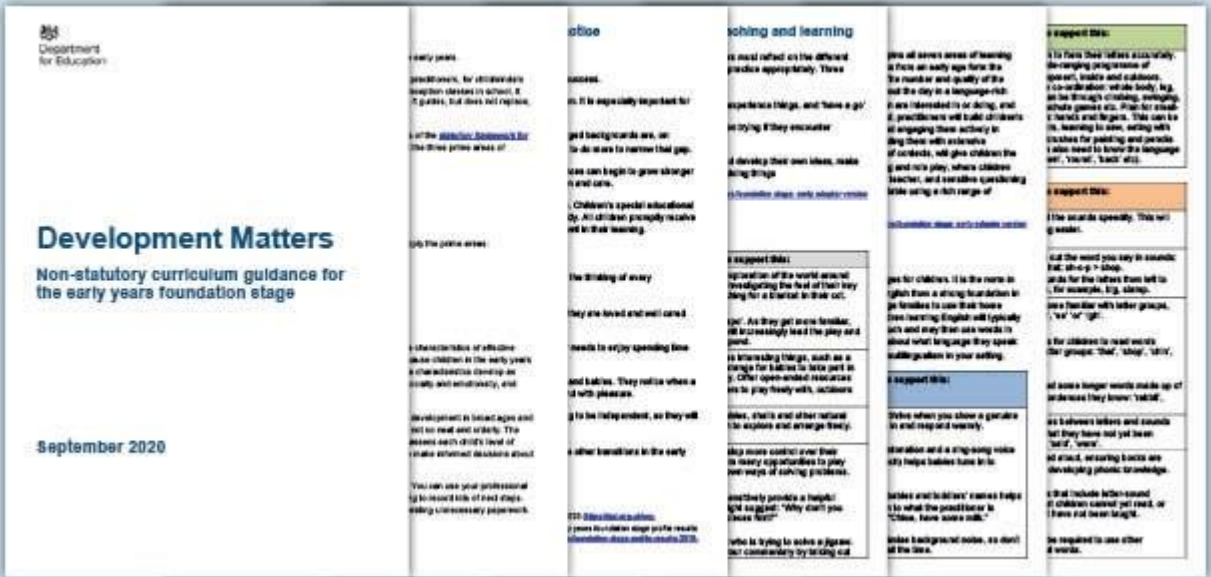
In line with wider social mobility ambitions- to improve outcomes for disadvantaged children to narrow development gaps.

Reducing Workload Burdens

Re-casting the focus on curriculum rather than assessment and providing a foundation for helping teachers and practitioners to plan setting/classroom activities

Specific Reception Year guidance

Making reception year count – by supporting teachers with specific curriculum guidance to ensure all children have strong foundations to begin Year 1. This will be part of the overall guidance document covering the whole EYFS age-range.



[New Development Matters published | From pregnancy to children aged 5 \(foundationyears.org.uk\)](https://www.foundationyears.org.uk)

# Julian Grenier - video around the new Development Matters

<https://youtu.be/YA0UFEpyyQE>

# What is Birth to 5 Matters Birth to 5 Matters?

- Guidance to support practice in the EYFS
- Built on strong foundations
- Updated, improved
- Evidenced
- Meeting the needs of practitioners



**Guidance  
by the sector,  
for the sector**

# Who is producing the guidance?

## The Early Years Coalition:

- British Early Childhood Educational Research Association (BECERA)
- Early Education
- Early Childhood Forum
- Early Childhood Studies
- Degrees Network (ECSDN)
- Early Years Alliance
- Froebel Trust
- Keeping Early Years Unique
- KEYU)(KEYU)
- LGBTQIA Early Years
- Sector Endorsed Foundation Degrees in the Early Years (SEFDEY)(SEFDEY)
  - Sightlines Initiative
  - Montessori St Nicholas
  - National Day Nurseries Association(NDNA)(NDNA)
  - National Education Union
  - OMEP UK
  - Steiner Waldorf Schools Fellowship
  - TACTYC



[Birth to 5 Matters | Early Education \(early-education.org.uk\)](http://early-education.org.uk)



## What to use?

- Neither are statutory
- Either/or both can be used
- You can adopt/adapt as you wish
- The old DM is still a good reference for child development and for working for some children who have some delay and may need earlier levels of support

# Responsible Pedagogy

- Responsible pedagogy is evident when EY staff have a good understanding of how children develop and because of that, can accurately assess the child when they demonstrate their L&D
- Responsible pedagogy enables each child to demonstrate learning in the fullest sense. It depends upon the use of assessment information to plan relevant and motivating learning experiences for each child. Effective assessment can only take place when children have the opportunity to demonstrate their understanding, learning and development in a range of contexts





## Responsible Pedagogy - cont

- A rich learning environment where opportunities and conditions allow children to flourish
- Respects each child as an individual
- Values children's efforts, interests and purposes as instrumental to successful learning



# The Educational Programme

- It is important not to focus solely on the ELG's
- The goals are the expected outcomes at the end of the EYFS
- The educational programmes set out what **MUST** be covered during each stage of the EYFS
- There is no requirement to evidence any of these outcomes
- It is up to settings to decide how much children and teachers record
- The only statutory assessment requirements are the 2YO progress report, the EYFSP and YR Baseline assessment.

## The EYFS curriculum

- The EYFS (educational programmes) provides the **curriculum framework** that leaders build on to decide what they intend children to learn and develop. Leaders and Teachers decide how to implement the curriculum so that children make progress in the seven areas of learning. Leaders and practitioners evaluate the impact of the curriculum by checking what children know and can do.

## Don't throw the Baby out with the bath water.....

Begin with an appreciative inquiry.

- What's going well?
- How do you know?
- Do you need to improve anything?

Hold onto those things you are already doing that are having the best impact on children's attainment and progress

# Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in **stories, non-fiction, rhymes and poems**, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

# Positive Adult - Child Interaction

Includes:



Gaining children's attention before giving instructions

Encouraging the children to ask questions

Modelling the correct sentence when a child's incorrect utterance is heard

Being interested in what a child has to say & being an active listener

Using simple, repetitive language during everyday activities

Adapting language to the level of the child's

Talking at an appropriate rate, using short sentences

Extending the child's utterances & introducing new vocabulary in context

# Positive Adult - Child Interaction

## Includes:



Giving children **Time** to process information and respond

Using natural gestures and facial expressions to support language

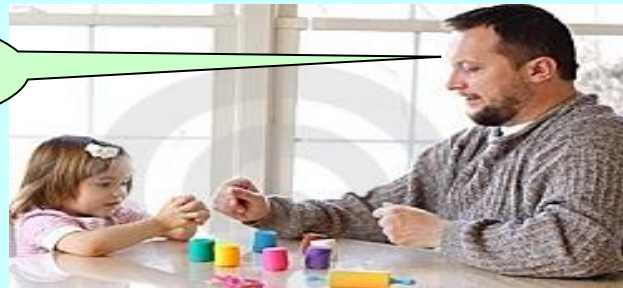
Listening to children and Responding to what they say

Not directing a conversation by lots of questions

Giving a running commentary on the child's activity, rather than asking lots of questions

Using vocabulary children can understand in everyday situations & introducing new words in context

You are squeezing the dough. Mine feels cold and sticky



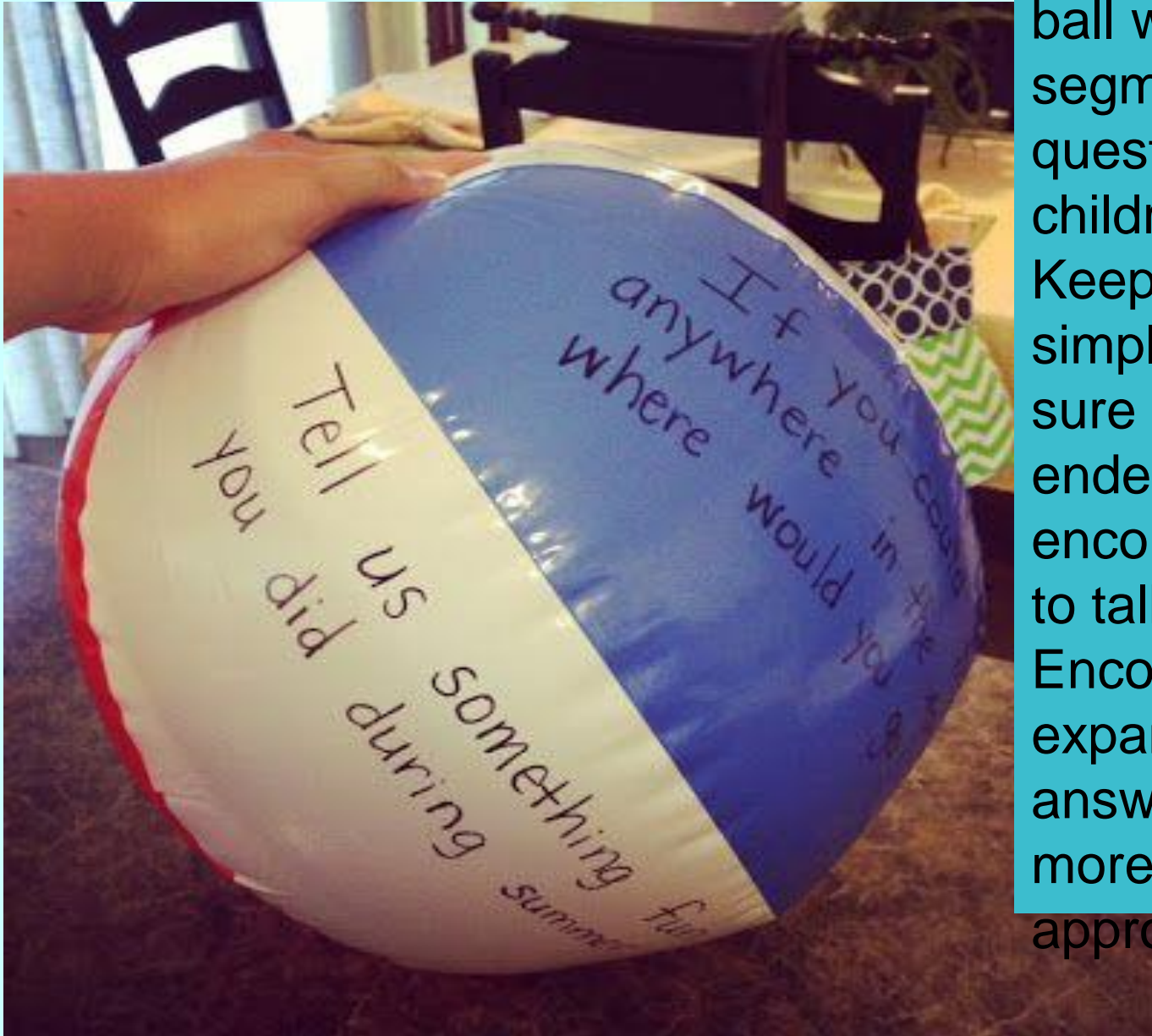


Provide cosy spaces, where children can feel safe and relaxed and ready to chat.



An 'All About Me' box with objects and pictures of importance to an individual child can be a great way to get them talking – both to adults and other children as they tell you all about what is in their box and why





A simple roll of a ball with segmented questions can get children talking. Keep the questions simple, but make sure they are open ended to encourage children to talk in sentences. Encourage them to expand their answers by asking more questions if appropriate.



By providing props for children's favourite stories you can encourage children to act out the story, retelling it and using the language of books, all required to achieve the outcomes in Literacy





Sorting and grouping activities always spark talking. What belongs with what? What do you like best and why? Which is the biggest/smallest etc? This type of talking helps children to learn to clarify their thoughts.





Investigative play supports children in using talk to explain, organise and reflect if the adult asks simple questions such as:  
What have you found out?  
What is happening?  
What will happen when you.....?  
Tell me what you are finding out?





Imaginative play – be it role play or small world play provides opportunities for children to act out their thoughts through actions and words and to build up their use of imaginative language





Try to provide different types of role play to encourage children to adopt different roles, explore the language that different people might use, and to build up their vocabulary



# The Early Learning Goals

## Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- **Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

# Physical Development

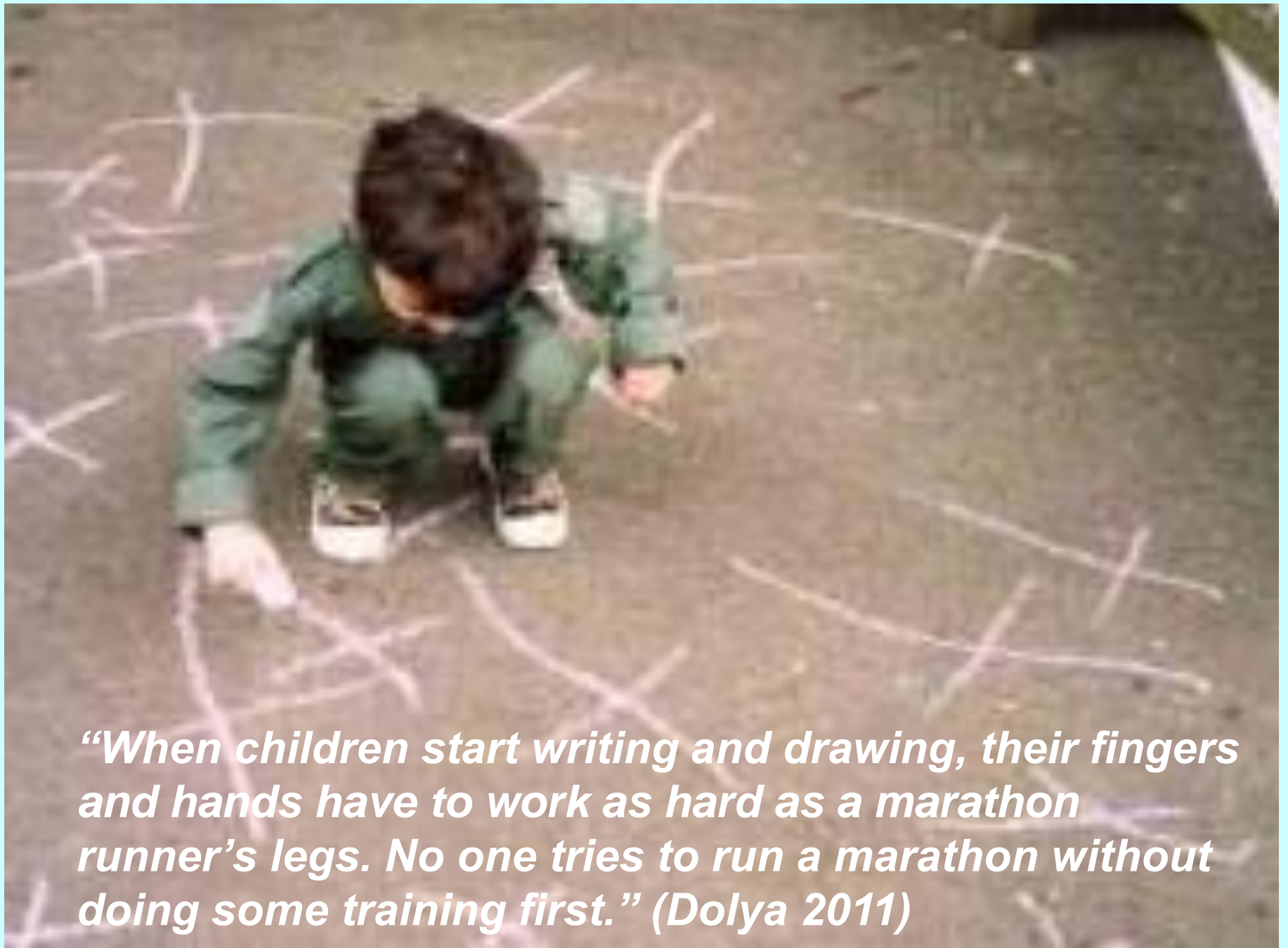
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both **indoors and outdoors**, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.











*“When children start writing and drawing, their fingers and hands have to work as hard as a marathon runner’s legs. No one tries to run a marathon without doing some training first.” (Dolya 2011)*



# Hand eye co-ordination

Ability to control hand movement guided by vision.



Visual Motor Integration. We use this skill to enable us to draw, paint, thread, cut, pour, eat, build and write, to name but a few. It is essential that children have lots of practice in developing it on daily basis.



## **Ways to develop this strength:**

- **Threading**
- **Pipetting water**
- **Stacking bricks**
- **Weaving**
- **Cats cradle**



Teaching 2 and 3 Year Olds





# The Early Learning Goals

## Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Fine Motor Skills ELG

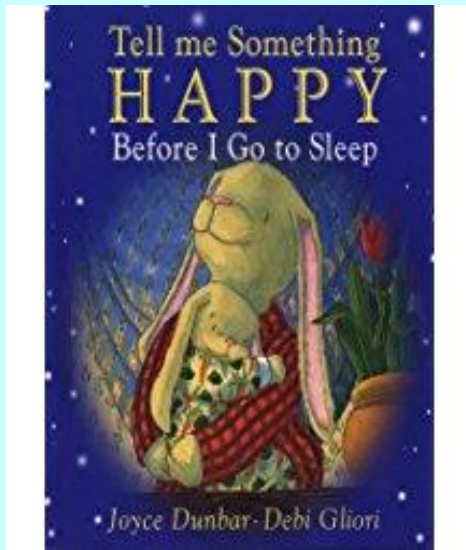
Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

# Personal, social and emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is **fundamental** to their cognitive development. Underpinning their personal development are the important **attachments** that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through **adult modelling and guidance**, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.





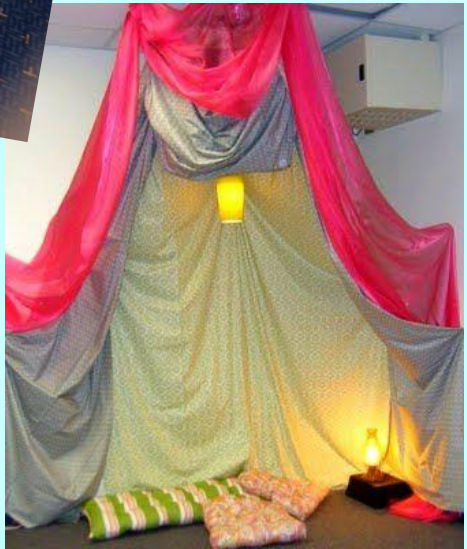
AM CLASS

# How do you feel today?

Sad	Mad	Happy	Tired	Crying	Excited!
Sander	Anna	Dyanora Kishu Rishi Suhani Jino	Trish Dany	Abner	Lacie Sander Nashia Janis Yehya Verika



**Creating Spaces  
to be Calm**









Provide spaces and experiences that ensure children are sharing, taking turns and collaborating with each other.



# The Early Learning Goals

## Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## Building Relationships ELG

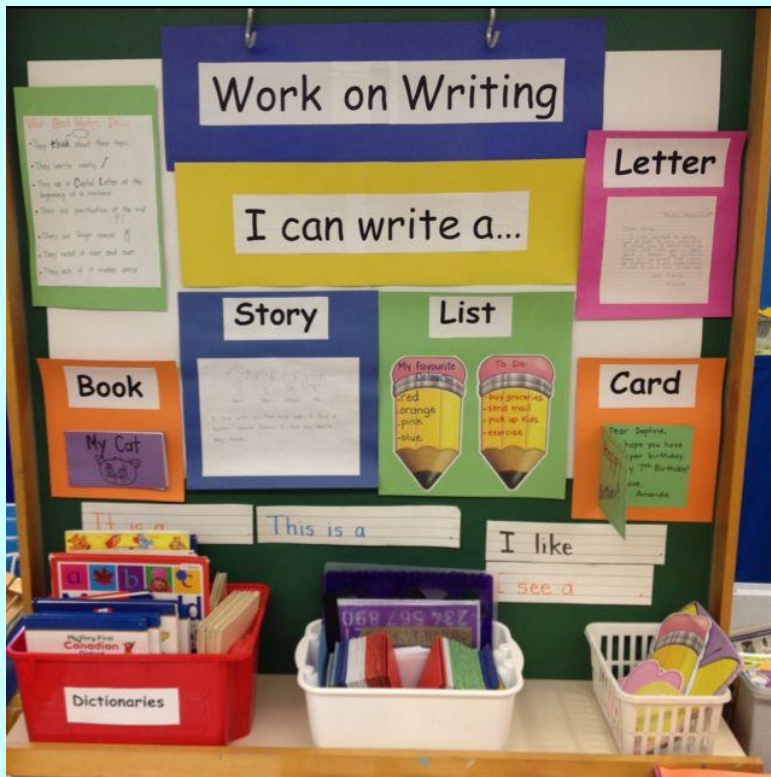
Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

# Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when *adults talk with children* about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).





Make sure that reading opportunities are across the environment . Provide books in activity areas, challenge cards, labels etc to model the importance of reading to support learning and for both enjoyment and information

## Developing a 'Book Nook'



Whilst you may have a dedicated 'reading' area, it is useful to provide new and novel spaces to encourage children to explore literature. Dens and covered areas are particularly popular with boys







Try to make your reading spaces as inviting as possible and use the premise that less is more when providing the reading material. Regularly changing the books is far better than having everything available all of the time.



Don't forget that some children spend a good section of each day outside, so make sure that reading spaces are readily available outside as well.







**TESCO**  
Every little helps

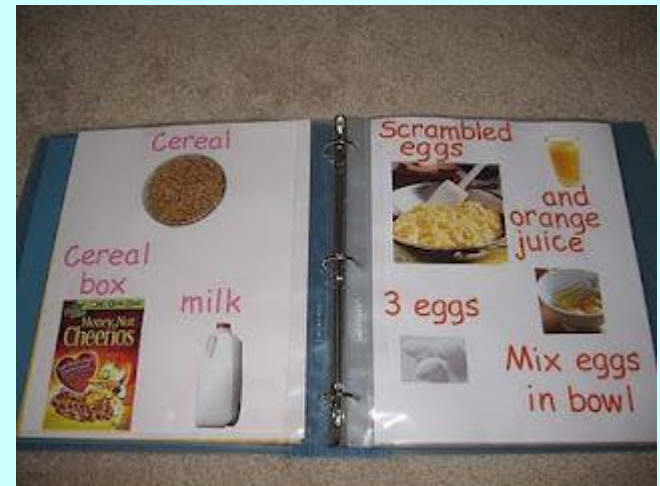


**Sainsbury's**  
*live well for less*


Help children to realise that they are surrounded by print, they probably already recognise many words from the world around them and support them to recognise they are reading when they recognise these combinations of letters in signs and packages.

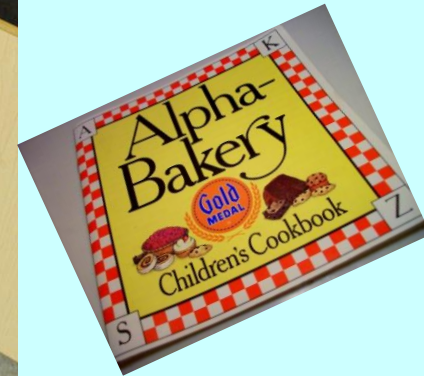


Within your continuous provision make sure that you provide opportunities for children to interact with and use print. Home role play is excellent for this, shopping lists, TV magazines, newspapers, take away menus, recipe books, etc are all everyday reading that happens at home. Try to incorporate reading and letters into every activity area.



**Pancake Menu**  
Choose 2 toppings for your pancake.  
What is the cost of your pancake?

	Lemon	2p
	Sugar	1p
	Golden Syrup	3p
	Strawberries	5p
	Ice-cream	4p
	Chocolate	6p







Dramatic play using a well known story is another way to support children in using book language, to structure the story and learn about plot, characters, scenes etc. When appropriate follow up a popular story by providing props to support children in acting out the story in their play.



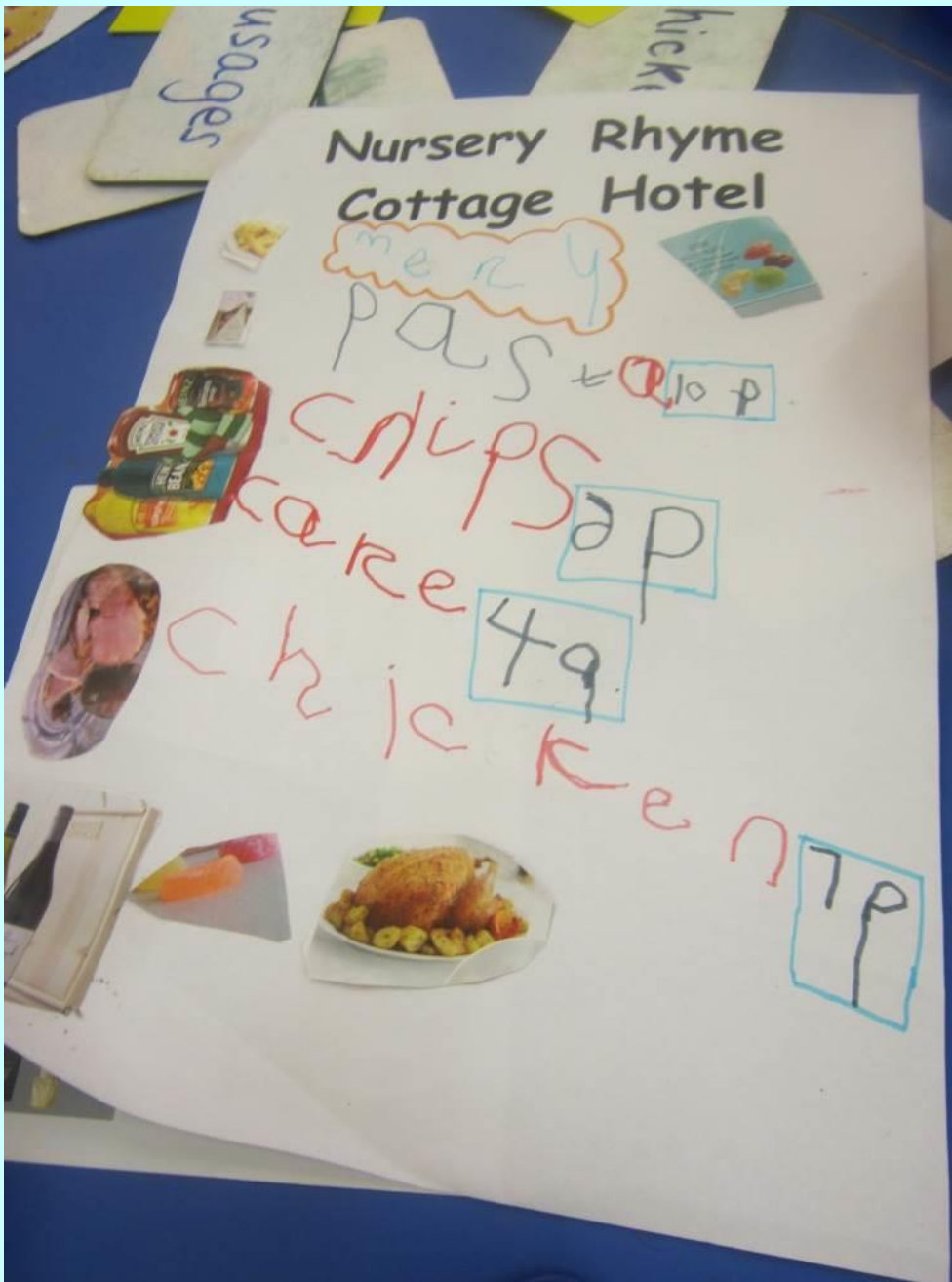
# Resources to support phonic work

- Collections of objects linked to a letter
- Jigsaw puzzles
- Connecting letters
- Feely bags
- Letter mats
- Letter dominoes
- Tactile letters
- Mirrors
- Alphabet books



Bb

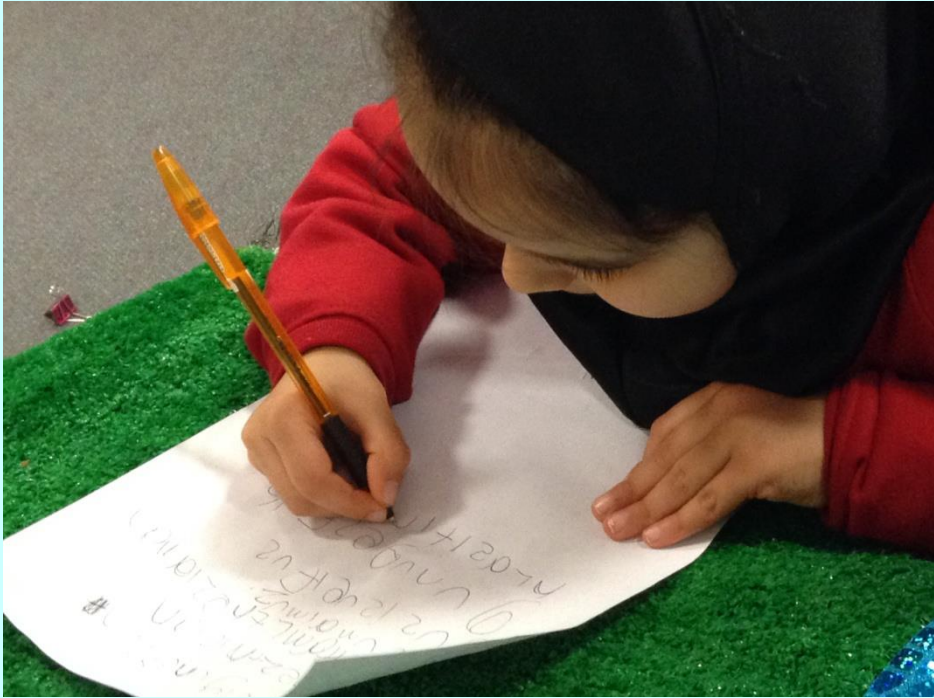




Role-play contexts  
for writing :

A hotel menu

# Inside and Out

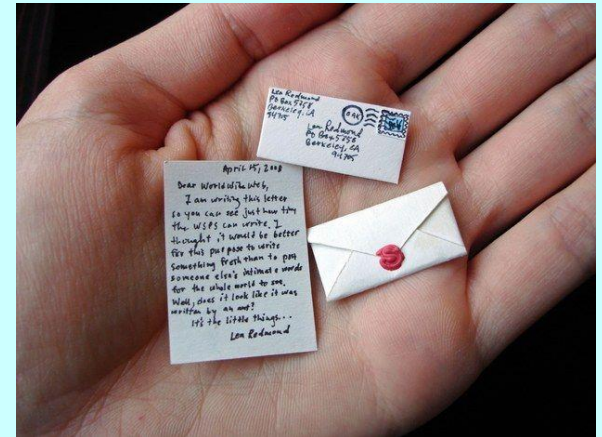
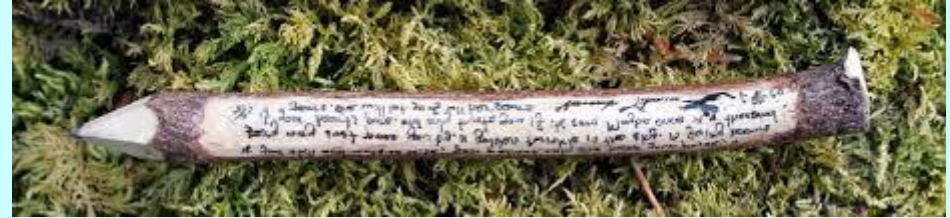




# Horizontally and vertically



# Large and small





**At a table or on the floor**



**Or anywhere that  
takes their fancy**

# The Early Learning Goals

## Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Writing ELG

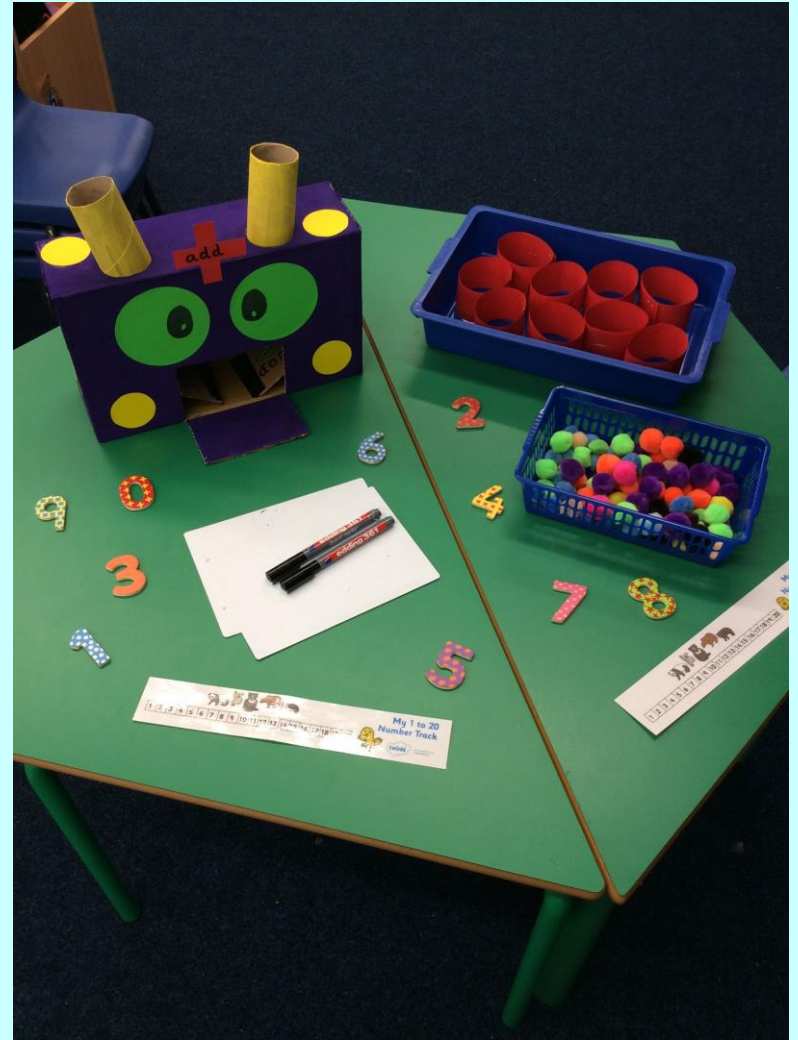
Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

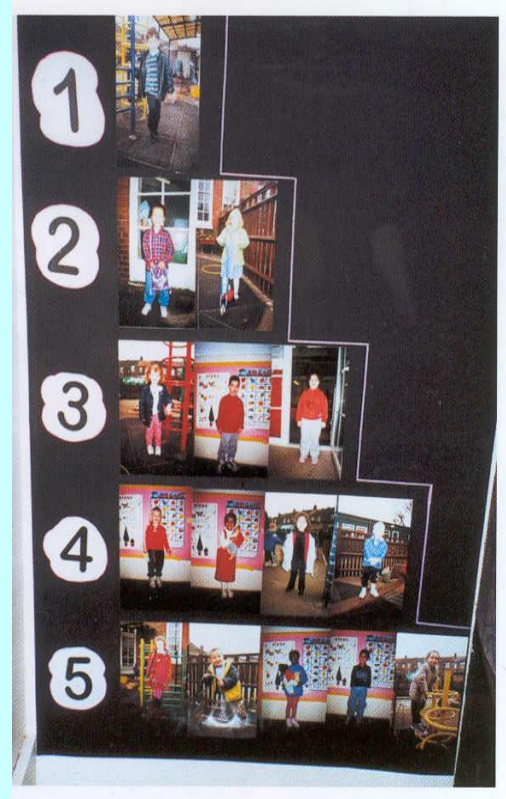


# Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing **frequent and varied** opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including **shape, space and measure**. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and **not be afraid to make mistakes**.







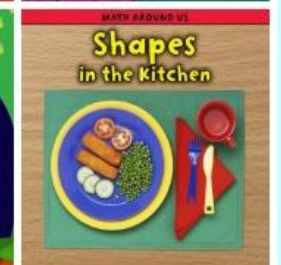
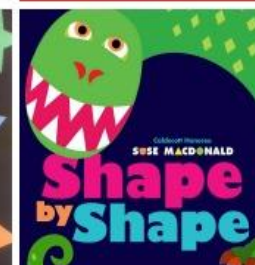
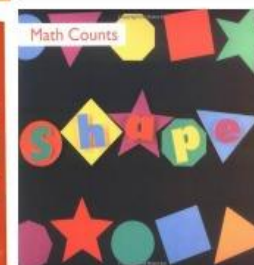
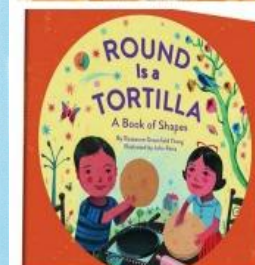
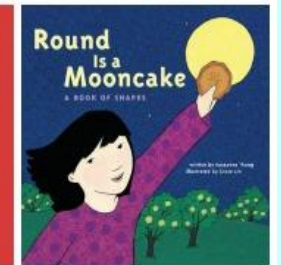
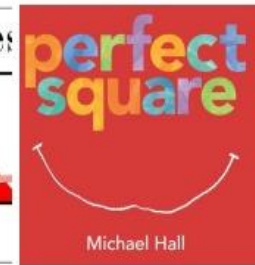
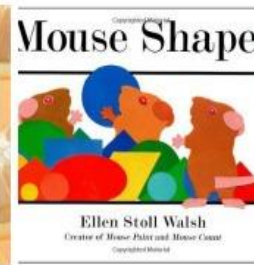
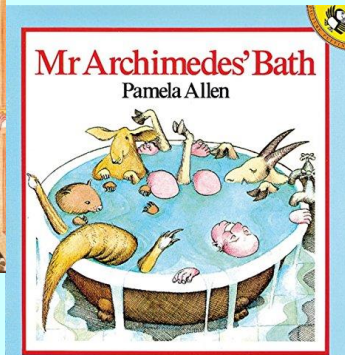
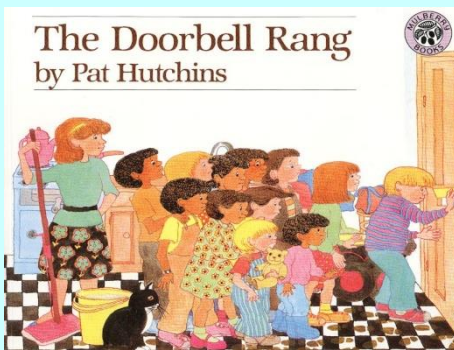
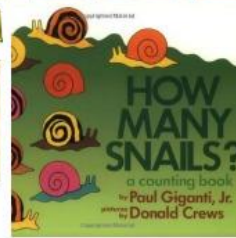
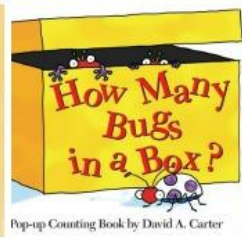
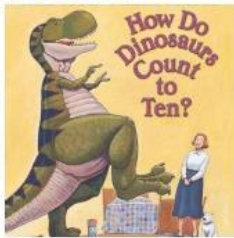
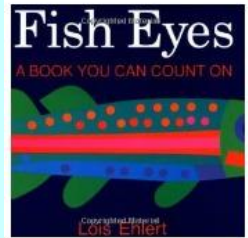
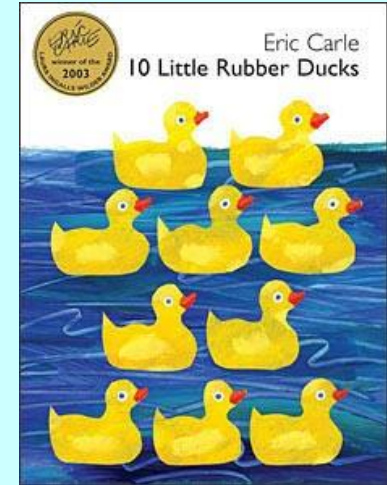
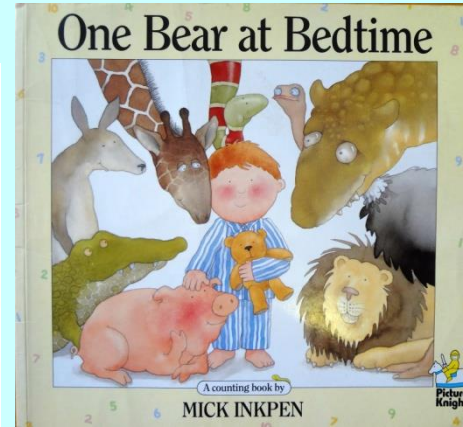
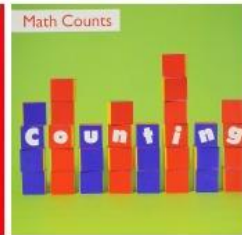
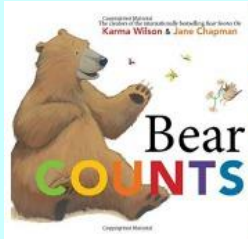
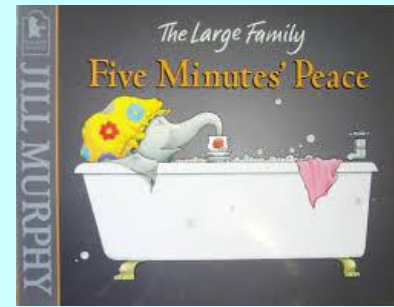


# The Mathematical Workshop/zone





Are there story and information texts which support numbers for labels and for counting, calculating and shapes, space and measures?



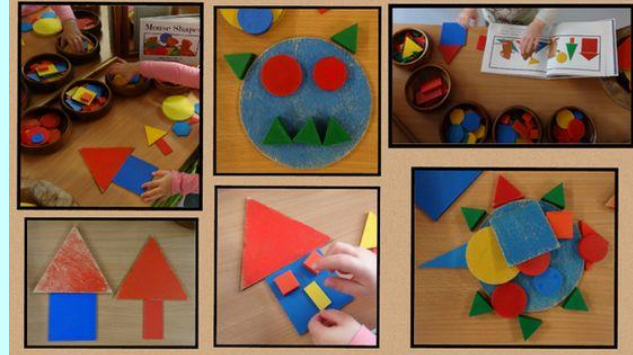


Is there a wide range of commercially produced resources to support exploration of number and calculating? And natural resources such as pebbles/shells/fir cones etc.





Is there a wide range of commercially produced resources to support exploration of shape, space and measures? And natural resources such as twigs, conkers, screws and bolts etc.



# The Early Learning Goals

## Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## Numerical Patterns ELG

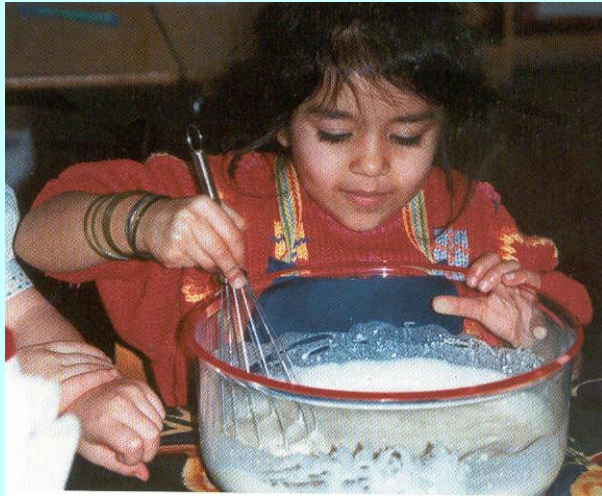
Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

# Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and **range of children's personal experiences** increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.







# Trotter's Car Sales

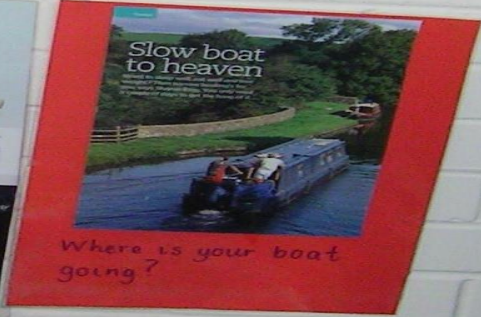
Give children time to explore and experiment

streetcar  
www.streetcar.co.uk

Encourage writing in role

I'm test driving my new car!

£20,000 for this ad heap!































# The Early Learning Goals

## Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

## People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

## The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Expressive arts and design

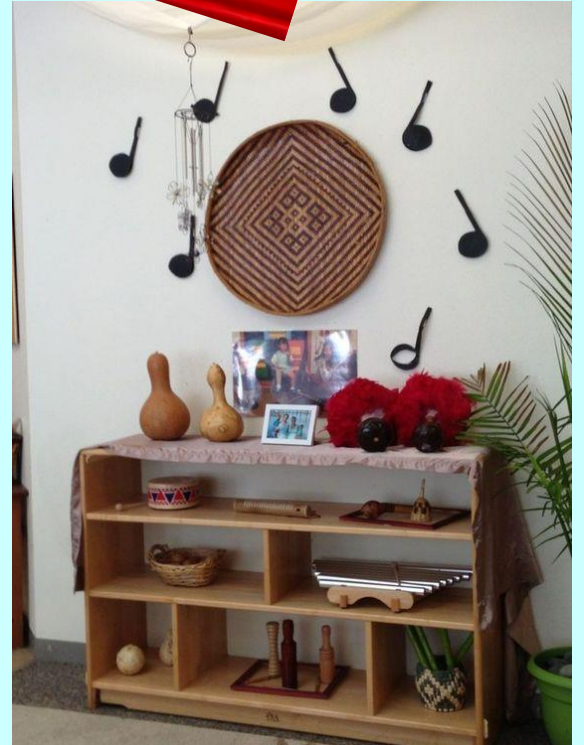
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have **regular opportunities** to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.















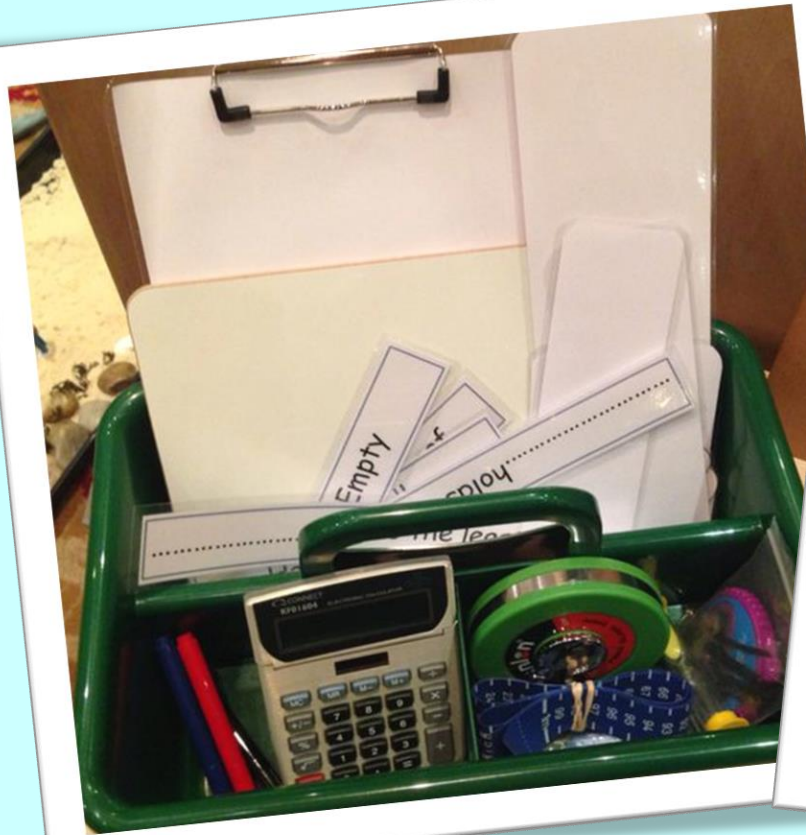
## Enabling Environment : Work-shop spaces 'Creation Stations' promoting self-selection





# Tool-kits . . . 'on the go'

## To transport and use in different areas and play spaces





# The Early Learning Goals

## Creating with Materials ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

## Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.

# ELG Revisions: PRIME (comparison)

<b>Communication and language</b>	
Listening and attention	Listening, attention and understanding
Understanding	
Speaking	Speaking
<b>Personal, social and emotional development</b>	
Self-confidence and self-awareness	
Managing feelings and behaviour	Managing self
Making relationships	Building relationships
	Self-regulation
<b>Physical development</b>	
Moving and handling	
Health and self-care	
	Gross motor skills
	Fine motor skills

# ELG Revisions: SPECIFIC (comparison)

<b>Literacy</b>	
Reading	Word reading
Writing	Writing
	Comprehension
<b>Mathematics</b>	
Number	Number
Space, shape measure	
	Numerical patterns
<b>Understanding the world</b>	
People and communities	People, culture and communities
The world	The natural world
Technology	
	Past and present
<b>Expressive arts and design</b>	
Exploring using media and materials	Creating with materials
Being imaginative	Being imaginative and expressive



Area of learning	New ELG	Current ELG	Changes
	Communication and Language		<ul style="list-style-type: none"> <li>Understanding removed</li> </ul>
Listening	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p>Listening and Attention LA</p> <ul style="list-style-type: none"> <li>Children listen attentively in a range of situations.</li> <li>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul>	<ul style="list-style-type: none"> <li>Change from ‘Listening and Attention’ to ‘Listening’.</li> <li>Range of situations more defined - stories, whole class group discussions, small group interactions</li> <li>Rephrased - ‘conversations’ which has removed ‘attention’ part</li> <li>‘Understanding’ only implied with asking questions/comments/using actions to clarify understanding</li> <li>Giving attention to others - now in PSED Self-Regulation</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and 1-to-1 discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p>Speaking S</p> <ul style="list-style-type: none"> <li>Children express themselves effectively, showing awareness of listeners’ needs.</li> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>They develop their own narratives and explanations by connecting ideas or events.</li> <li>They are confident to speak in a familiar group, will talk about their ideas. SCSA</li> </ul>	<ul style="list-style-type: none"> <li>Specifies situations</li> <li>Big focus on new ideas and developing vocabulary</li> <li>Links to Understanding - offering explanations</li> <li>Focus on using sentences and conjunctions</li> <li>Links to 30-50 reading/comprehension - may be a sense check</li> </ul>

# SEF document

The Educational Programme and Early Learning Goals	Do we cover all the required elements	Any further elements we need to introduce
<p><b>Communication and Language</b></p> <p>Development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. Building on what children are interested in or doing and echoing back what they say with new vocabulary added, teachers will build children’s language effectively. Reading frequently to children, and engaging them actively in non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new vocabulary in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p><b>Listening, Attention and Understanding</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and participate in whole class discussions and small group interactions;</li> <li>make comments about what they have heard and ask questions to clarify their understanding;</li> <li>participate in conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>provide explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, and poems when appropriate;</li> <li>express their ideas and feelings about their experiences using full sentences, including use of past, present and future tense and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		
<p><b>Personal, Social and Emotional Development</b></p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments and relationships that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to manage their own feelings and those of others. Children should be supported to manage emotions, develop a positive</p>		

# IMPLEMENTATION OF THE NEW EYFS FRAMEWORK - considerations

- Discuss with your team the changes to the Early Learning Goals.
- Look at long term plans and key texts to tie with the new ELG's.
- Assessment and tracking - what will tracking now look like with removal of the age bands? Discuss with your team what type of assessment record will work for you?
- Take the time to reflect on the characteristics of effective learning in the new guidance. How are using the characteristics of effective Teaching and Learning to help children become even more powerful learners?
- Discuss with your team what progression of skills development do you need and for which area of learning? We have developed a progressive skills and knowledge document you can use
- Decide as a school what data and evidence you are going to collect that is **valuable** to you and to parents.



- Update any EYFS policies to reflect the changes and the new ELG's.
- Reflect on what is working for your school. What is unique and works for your children e.g., forest school, helicopter schools, talk4writing, story led themes etc
- Discuss as a school what is required for a pupil progress reviews in light of less 'evidence' required
- Consider what you might use as a school to track smaller steps of progress for SEND children.
- Consider what you want your children to achieve in your school? What are the aims of your curriculum?
- Review Birth to 5 matters and Development Matters guidance, determine whether this guidance is useful for your school and your team.

## Next steps

- Start with what you do well and build from that.
- Future events will focus on specific areas of learning, assessment and planning, Characteristics of effective T&L etc
- Contact us for any further support

[shynd@hillingdon.gov.uk](mailto:shynd@hillingdon.gov.uk)

[cmustill@hillingdon.gov.uk](mailto:cmustill@hillingdon.gov.uk)

[alinnane@hillingdon.gov.uk](mailto:alinnane@hillingdon.gov.uk)

[zparker@hillingdon.gov.uk](mailto:zparker@hillingdon.gov.uk)

[Hillingdon LEAP - Leap](#)